CANDIDATES’ ITEM RESPONSE ANALYSIS REPORT FOR THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2019

022 ENGLISH LANGUAGE
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THE CERTIFICATE OF SECONDARY EDUCATION
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FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Candidate’s Item Response Analysis (CIRA) report for the Form Four National Examination (CSEE), which was conducted in November 2019. This report is issued in order to provide feedback to educational administrators, school managers, teachers, candidates and other educational stakeholders about the performance of the candidates in the English Language subject.

The report provides a detailed analysis of the candidate’s performance in each individual question. The analysis highlights factors which contributed to the achievements of the majority of the candidates as well as the challenges which were faced by some of the candidates in answering questions correctly. The analysis done in each question shows that, the candidates who scored high marks demonstrated a good mastery of the English Language skills in Using a Dictionary, expressing personal and group routine/habits, expressing ongoing activities, talking about past events/activities, expressing future plans/activities, reading a variety of texts, reading and interpreting literary works, asking for services, locating places, reading for information from different sources and writing using appropriate language content and style. On the contrary, the candidates who scored low marks demonstrated low competence in those areas.

The National Examinations Council of Tanzania (NECTA) expects that teachers, school managers, school quality assures, educational administrators and other educational stakeholders will use the feedback provided and the suggested recommendations in this report to improve the teaching and learning of the English Language subject in secondary schools.

Lastly, the Council would like to thank the examinations officers and all others who, in one way or another, in their respective capacities, participated in preparing and analysing the data used in this report. The Council equally thanks all those who participated in the editing and ultimately the printing of this report.

Dr. Charles E. Msonde

EXECUTIVE SECRETARY
1.0 INTRODUCTION

This report presents a comprehensive analysis of the candidates’ performance for the 2019 Certificate of Secondary School Examination (CSEE) for English Language. The English Examination for 2019 was organised into three Sections, namely A, B and C with a total of 12 questions reflecting the new format. The goal was to test the candidates’ competences in different areas focusing on the competence-based approach featuring higher order thinking skills.

Section A consisted of Questions 1 and 2. Question 1 comprised ten multiple choice items which required candidates to choose the best answer from the given five alternatives. The question aimed at testing the candidates’ ability to correlate facts with different choices related to English language use. Question 2 comprised matching items aiming at testing the candidate’s knowledge of vocabulary.

Section B consisted of six short answer questions from various topics. The section aimed at testing the candidates’ knowledge of the appropriate use of English language in different contexts.

Section C consisted of four questions which tested the candidates’ ability to read, comprehend and interpret literary works based on the genres of poetry, novels, plays and short stories.

This report intends to provide a detailed analysis based on the candidates' performance in each item. It shows the percentage of performance of each question. Levels of performance are categorised into three, namely good, average and poor based on the percentage of scores. Good performance ranges from 65 to 100 per cent, average performance ranges from 30 to 64 per cent while 0 to 29 per cent is categorised as poor.

For easy presentation; good, average and poor performances will be labeled with green, yellow and red colour, respectively. Different extracts representing samples of the candidates’ responses have been attached to illustrate how the candidates responded.

A total of 422,606 candidates sat for the CSEE 2019 for the English Language subject. Among these, 278,148 candidates, equivalent to 65.82 per cent passed with different grades, as shown in Table 1.

Table 1: Candidates’ grades in CSEE in 2019 English Language National Examination.

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<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tr>
<td>% of Candidates</td>
<td>9,377</td>
<td>22,928</td>
<td>109,305</td>
<td>136,538</td>
<td>144,458</td>
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</table>
The data shows that the performance in 2019 English Language Examination has decreased by 0.48 per cent compared to 2018 where 66.3 per cent of 237,486 candidates passed with different grades as shown in Table 2.

Table 2: Candidates’ grades in CSEE in 2018 English Language National Examination.

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<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Candidates</td>
<td>6,849</td>
<td>25,750</td>
<td>103,661</td>
<td>101,226</td>
<td>120,717</td>
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2.0 ANALYSIS OF THE CANDIDATES’ PERFORMANCE PER QUESTION

2.1 SECTION A: Multiple Choice and Matching Items
There were two (2) compulsory questions in this section. Question 1 consisted of ten (10) multiple choice items which carried 10 marks. Question 2 consisted of five (5) matching items which weighed five (5) marks, making a total of 20 marks.

2.1.1 Question 1: Multiple Choice
In this question, the candidates were instructed to choose the most correct answer from the given alternatives and write its letter beside the item number in the answer booklet provided. The question tested the candidates’ correct use of past events/activities, ongoing activities and the definite article ‘the’.

The question was attempted by 424,264 candidates, out of which 53.0 per cent had scores ranging from 0 to 2 marks, which is a poor performance. Moreover, 35.9 per cent had scores ranging from 3 to 6 marks, which is an average performance and 11.1 per cent had scores ranging from 7 to 10 marks, which is a good performance. The general performance of the candidates in the question was therefore average, considering that 47 per cent scored an average of 30 per cent and above, of the 10 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 1.
(i) Kifimbo drives his car carefully. When does he drive his car?

A He does it every day.
B He is doing it now.
C He did it days ago.
D He will do it in days to come.
E He has just finished doing it.

In this item the candidates were required to demonstrate the correct use of the simple present tense. In that case, the singular subject needs a singular form of the verb to form the present tense. The question also intended to assess the candidates’ knowledge that Kafimbo is a third person singular noun hence needs a verb does which is in the simple present tense. Therefore, the correct response was ‘A’ he does it every day. The candidates who chose other alternatives failed to meet the demands of the question due to lack of knowledge on did not understand that verbs ending with the progressive form “–ing” are used with the present continuous, not with simple present tense. Similarly, for those who opted for C, He did it days ago were wrong because it is in the past tense form while the response D and E, he will do it days to come and he has just finished doing it indicate future and the present perfect tense, respectively which do not apply in the given context.
(ii) Which sentence among the following is grammatically correct?

A  They drawn a picture.
B  They have drawing a picture.
C  They draw pictures.
D  They have been drawn a picture.
E  They are draw a picture.

In this item, the candidates were required to demonstrate their knowledge about the relation between the subject and verb in forming correct sentences in the simple present tense. The analysis of the candidates’ performance reveals that the general performance in this item was good given that majority of the candidates selected C they draw pictures which is the correct response. This means that such candidates had good knowledge of the simple present tense. They also knew that to have a grammatical sentence, there must be a subject and verb agreement. The candidates who opted for A, B, D and E had not mastered the correct use of the simple present tense. For example, those who chose A, they drawn a picture failed to recognise that with the absence of the auxiliary verb “have” the sentence was incorrect to form the present perfect tense. On the other hand, those who opted for B, they have drawing a picture failed to understand that the subject “they” in the plural form with the auxiliary verb “have” must be followed by a verb in its past perfect form to make the present perfect tense, not the simple present tense. Those who opted for D, they have been drawn a picture were wrong because if the sentence was to reflect the present perfect continuous tense, the verb ought to end with the –ing form to show continuity. Lastly, the option for E did not meet the demand of the question because the absence of appropriate verb with the–ing ending makes the sentence incorrect even if it was to form the present continuous tense, leave alone the present tense with plural subject taking a verb without “-s” for singular.

(iii) Sarah and her family_____ most of the people in the town, don’t they?

A knows  B have known  C are knowing
D knew  E know

In item (iii), the candidates were required to show their knowledge of the simple present tense. In this item, two nouns “Sarah” and “family” were introduced indicating a plural subject of a sentence. Therefore, the
candidates were required to know that the plural subject does not take the verb ending “-s” in the simple present tense rather it takes the base form of a verb.

The candidates who opted for the correct answer E were knowledgeable about the structure of the simple present tense in relation to plural subjects. However, other candidates failed to meet the demand of the question due to lack of knowledge of the language skills in group nouns and inability to use the simple present tense. Those who opted A, knows did not understand that the noun phrase Sarah and her family is a plural subject which does not take the verb ending “-s” in the simple present tense. The candidates, who picked B, have known were wrong because the alternative was incompatible with the sentence since it was in the past participle which does not apply in this case. Similarly, the candidates who selected C, are knowing failed to understand that the simple present tense does not allow a verb to be before a particular verb or “-ing” particle; except in the present continuous tense. Lastly, those whose D, knew were wrong because they failed to use the tense indicator (don’t they?) to know that the sentence is in the simple present and not in the simple past.

(iv) All what Safina ______ to do now is to get back to School.

A is wanting B wanted C has wanted
D wants E want

In this item, the candidates were required to demonstrate the correct use of the present tense to state facts. The question therefore intended to access the candidates ability to understand that Safina is a third person singular noun, hence it needs a verb ending with the form “-s” when expressing events in simple present tense. The analysis of the candidates’ performance shows that the candidates who opted for D wants as the correct response were aware of the correct use of the present tense to state facts. These candidates realised that the third person singular which can be represented by Safina (she), needs a verb ending with the form ‘-s’ or ‘-es’ in the simple present tense.

However, the candidates who opted for A, B, C and E failed to meet the demand of the question due to their lack of knowledge and language skills on the use of the simple present tense. Those who chose A is wanting did not know that verbs ending with the progressive form –ing cannot be used with the simple present tense. Likewise, the candidates
who chose B wanted were wrong because the response is the past tense form while response E want needed a verb ending with the “-s” form in the simple present tense. Lastly, those who chose C has wanted were wrong because this verb phrase is used to mark the perfect tense which does not apply in the given content.

(v) The Sun _____ in the East, doesn’t it?

A rise  B is rising  C rose
D rises  E has risen

The item intended to test the correct use of the simple present tense showing habitual actions. In this case, the candidates were required to understand that it is habitual that the Sun rises and sets in the East and West, respectively. On the other hand, the candidates were required to know that the subject of the sentence is in the singular form which required a verb ending with “-s” in the simple present tense.

The candidates, who opted for the correct answer D, rises, were knowledgeable about the formation of the habitual present. On the other hand, the other candidates failed to meet the demand of this question due to various reasons, including lack of language skills on the use of simple present tense. The candidates who chose A, rise, failed to understand that the rising of the Sun is habitual, hence they were supposed to select the option “rises” to indicate habitual action. Those who chose B, is rising did not understand that the present continuous tense cannot be applied in simple present tense. Similarly, the candidates who selected C rose failed to realize that the Sun rises every day, hence choosing for the simple past tense was incorrect. Lastly, the candidates who chose E, has risen were incorrect because they failed to differentiate between the simple present tense and the past participle, hence they opted for alternative E instead of D.

(vi) Does money _____ more money?

A attract  B attracts  C attracting
D attracted  E has attracted

In this item, the candidates were required to show their ability on the use of the simple present tense when wishing to confirm commonly accepted notions. It further required the candidates to know that money as a third person singular noun can be represented by it, therefore it needs the verb ending with ‘-s’ or ‘-es’ in the simple present tense.
The candidates who opted for A *attract* as the correct response were aware that *money* as a third person singular noun can be represented by *it*, therefore it needs the verb ending with ‘-*s*’ or ‘-*es*’ in the simple present tense. The item also intended to assess the candidates’ ability to understand that a third person singular noun needs a verb ending with ‘-*s*’ when expressing events in simple present tense. Furthermore, those who opted for the correct response showed their understanding that it is the third person singular noun (in this case *money*) that can be represented by pronoun ‘*it*’ and needs the verb ending with ‘-*s*’ to make the simple present tense.

However, the rest of the candidates who opted for B, C, D and E lacked knowledge and language skills, specifically on the proper use of the simple present tense. Those who chose B ‘*attracts*’ were incorrect because there is no subject – verb agreement. Furthermore, those who chose options C, D and E were wrong because neither of the verb ‘*attracting*’, ‘*attracted*’ nor ‘*has attracted*’ could make a sentence in the simple present tense.

(vii) Juliana _____ the school compound every day.

A  clean  B  is cleaning  C  cleaned  
D  has cleaned  E  cleans

In this item, the candidates were required to demonstrate their ability on the use of the simple present tense in expressing daily activities. The item also required the candidates to show their ability to understand that *Juliana* is a third person singular noun which requires a verb ending with “-*s*” when expressing daily activities in the simple present tense. The candidates who selected the correct answer E, *cleans* had this knowledge. The candidates who opted for other alternatives did not get the correct answer due to their insufficient knowledge on the simple present tense. Those who opted A, *clean* failed to understand that in the simple present tense the subject “Juliana” needs a verb ending with the form “-*s*” to express repeated actions. On the other hand, those who chose B, *is cleaning* failed to understand that verbs ending with the –ing form cannot be used with the simple present tense. Apart from that, the candidates who chose C, *cleaned* did not realise that the adverb of time *every day* is an indicator of the simple present tense, not the simple past tense. Lastly, the candidates who chose D, *has cleaned* failed to understand that the
alternative is expressing the present perfect tense which does not apply in the given context.

(viii) They matched home despite the fact that it was raining. What justifies that the given sentence is in the past form?
A The use of “raining” after the word was.
B The use of –ing in the word raining.
C The use of the root “match” in matched
D The use of the phrase despite the fact that.
E The use of the particle –ed in the word matched.

In this item, the candidates were required to show their ability on the use of the simple past tense in expressing the past activities or events. The question also required the candidates to know various indicators which signify different tenses. For example, in this question, the verb ending ‘-ed’ in the word ‘matched’ signifies that the sentence is in the past form. The candidates who opted for E the use of the particle ‘-ed’ in the word matched were correct because they had knowledge of the simple past tense. They knew that in order for the sentence to be in the simple past tense, the verbs must be followed by the verb inflection ‘-ed’ for all English regular verbs. However, the rest of the candidates who opted for A, B, C and D failed to meet the requirement of the question due to their lack of knowledge and use of the simple past tense. Those who opted for A and B ‘the use of raining after the word was’ and ‘the use of –ing in the word raining’, respectively were wrong because the word raining as a gerund carries ‘-ing’ which does not indicate a past event rather the present continuous tense. The candidates who opted for C and D failed to understand that the root ‘match’ or the phrase despite the fact that are not verbs to signify tenses.

(ix) “My heart is beating fast” What does the underlined part of the word indicate in the sentence?
A The past continuous tense
B Daily routine
C Future activity
D The simple present tense
E Ongoing activity
In this item, the candidates were required to demonstrate their ability to use the simple present progressive tense in expressing ongoing activities. Therefore, the candidates were supposed to understand that the beating of the heart is an endless activity and hence, the base form of a particular verb must be followed by “–ing” verb particle expressing an ongoing activity.

The candidates who selected the correct answer E, ongoing activity, had adequate knowledge of how the simple present progressive tense is used to express ongoing activities. However, other candidates did not meet the requirements of the question due to lack of knowledge on the simple present progressive tense in expressing ongoing events or activities. Those who selected A, the past continuous tense failed to realise that the past continuous tense cannot be expressed by using the verb “is’ plus the “–ing” particle since it indicates that the heart is beating at the time of speaking and it will continue beating while the past continuous tense indicates that the heart was beating and it is no longer beating at the present time. The candidates who chose B, daily routine failed to understand that daily routine cannot be expressed by the “–ing” verb particle because daily routine is expressed in the simple present tense by attaching “–s” particle in singular nouns or a base form of a verb in plural subjects and hence it does not allow the addition of “–ing” verb particle.

Similarly, the candidates who chose C, future activity were wrong because the “–ing” particle that expresses future requires an adverb of time such as tomorrow, next week etc for example, ‘The minister is visiting us tomorrow’. Lastly, those who selected D, the simple present tense failed to understand that the simple present tense allows the addition of a particle “–s” before a verb when the subject is singular or retain a base form of verb when the noun or subject is in plural form. “There is a man sitting outside”.

(x) “The man has been waiting for you since morning” Why is the article “the” used with the word “man” in the second sentence?
A The word man is a unique thing.
B The man is a particular person.
C The man is mentioned for the second time.
D It is used to differentiate it from the first one.
E Because the word man is not the same one.
In item (x), the candidates were required to demonstrate their knowledge on the use of the article ‘the’. The question also intended to assess the candidates’ ability to realise that indefinite article ‘a’ is used to mention something in singular for the first time while the definite ‘the’ is used when the same thing (man) is mentioned for the second time (already known). The analysis shows that the candidates who opted for C ‘the man is mentioned for the second time’ were correct. On the other hand, others who opted for the rest of the answers given that is, A, B, D and E were wrong because they did not meet the requirement of the question. For example, those who opted for A ‘the word man is a unique thing’ were wrong because this is not a reason for an article ‘the’ to be used with the word “man” for the second sentence. Additionally, the candidates who chose B ‘the man is a particular person’ were wrong because ‘the’ is not used to make “man” particular. Lastly, options D and E that ‘it is used to differentiate it from the first one’ and ‘because the word man is not the same one’, respectively do not answer the question why article ‘the’ is used with the word man in the second sentence.

However, there were candidates who performed well and scored high marks in Question 1. These candidates had the required knowledge and skills and were able to choose the best answer from the four distractors, as shown in Extract 1(a).

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**Extract 1 (a):** A sample of correct answers.

On the hand, the candidates who were not conversant with the use of the simple present in different forms managed to get some items correct but missed others, as shown in Extract 1(b).
The candidates who scored 0 mark lacked knowledge and skills needed in the use of the simple present and therefore failed to choose correct answers from the distractors, as shown in Extract 1(c).

2.1.2 Question 2: Matching Items

In this question, the candidates were instructed to match the description of places in LIST A with the correct place names in LIST B by writing the correct letter in Column B below the corresponding place name in Column A in the table provided. The question required the candidates to demonstrate the knowledge and skills of matching names of different places with their descriptions. It further required the candidates to show their mastery of different place names used in their day to day lives. Column A consisted of five (5) statements describing different places. Column B consisted of seven (7) alternatives from which the candidates were to choose the described places. The question tested the correct use of words to describe important places’ names.
The question was attempted by 424,375 candidates, out of which 87.0 per cent had scores ranging from 4 to 5 marks, which is good performance. Moreover, the data indicate that, 10.1 per cent had scores ranging from 2 to 3 marks, which denote an average performance and 2.9 per cent, had scores ranging from 0 to 1, which is a weak performance. Among the candidates with weak performance, 1.1 scored 0. The general performance of the candidates in the question was good, considering that 97.1 per cent scored an average of 30 per cent and above of the 5 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 2.
As shown in the data, the candidates with a good performance in this question had scores ranging from 4 to 5 marks. Those who scored 4 marks were able to match four expressions in column A with the corresponding words in column B, however, they failed to do so in one of the five items. The candidates who scored 5 marks matched correctly all the five descriptions of places in column A with their corresponding described places in column B. This indicates that they were familiar with the vocabulary commonly used to describe different places in their communities. The correct matches show that (i) A place where books for reading are kept in school matched with letter B, Library. This indicates they knew where books for reading in a school are kept. The candidates matched the description in item (ii) A place where wild animals are kept with letter G, Zoo, since they knew that wild animals are sometimes being kept for public view in a restricted area. Furthermore, they matched item (iii) A place where people go for treatment with letter D, Hospital because they are aware that people are treated when they get sick and taken care of in a designated area. Moreover, they matched the description in item (iv) A place where you can buy and sale food staffs, with letter C, Market, since they were familiar with the word. Finally, they matched the description in item (v) A place where artistic objects, cultural, historical things are kept, with letter E, Museum because they knew the meaning of the word Museum. Extract 2 is a sample of correct matches from a candidate.

**Figure 2:** The Percentages of the Candidates’ Performance in Question 2.
Moreover, the analysis indicates that some of the candidates scored 2 marks as an average performance, probably because they were not very conversant with the names given to different places. For example, one of the candidates provided correct responses in items (i) (B), (iii) (D) and (iv) (C), since he/she was familiar with the words Library, Hospital and Market as they are commonly used in everyday life. However, the candidate provided incorrect responses in items (ii) (G) and (v) (E), as shown in the Extract 2.2.

The analysis also shows that the candidates who scored 1 mark in this question were able to match only one expression in column A with the appropriate vocabulary in column B but failed to do so in other four expressions. On the other hand, the candidates who scored 0 in this question failed to match any expression in column A with their corresponding words in column B. This indicates that they did not know the meaning of the vocabulary items which had been used to refer to places where different activities are conducted. For example, the candidates who matched item (i) A place where books for reading are kept in school with letter G, Zoo, did not understand that the word zoo refers to a place where wild animals are kept. It has no relationship with a
place where books for reading are kept in school. The reason for this misconception could be attributed by the fact that, both zoo and Library are involved in keeping. A zoo keeps wild animals while a library is for keeping books.

Further analysis shows that the candidates who matched item (ii) *A place where wild animals are kept with letter D, Hospital*, did not understand that Hospital is a place where people go for treatment and it does not have any relationship with a place where wild animals are kept. Moreover, those who matched item (iii) *A place where people go for treatment with letter G, zoo*, were not aware that in a zoo wild animals are kept for public view and enjoyment. Thus it can not be used for treating sick people.

The candidates who matched item (iv) *A place where you can buy and sell food stuffs with letter M, Museum*, could not distinguish between a place used for keeping artistic objects, cultural and historical items and a place for selling and buying food stuffs. Lastly, those who matched item (v) *A place where artistic objects, cultural, historical things are kept with letter F, School*, did not realise that in a school, books for reading are kept and not the otherwise. Extract 2.3 presents such responses.

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<tbody>
<tr>
<td>A</td>
<td>i</td>
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<tr>
<td>B</td>
<td>t</td>
<td>G</td>
</tr>
</tbody>
</table>

*Extract 2.3: A Sample of incorrect matches provided by one of the candidates.*

### 2.2 SECTION B: Short Answer Questions

This section consisted of six compulsory questions 3, 4, 5, 6, 7 and 8. Questions 3 and 4 carried 4 marks each. Questions 5, 6, 7 and 8 weighed 8 marks each. The whole section had a total of 40 marks.
2.2.1 Question 3: Writing Question tags for the provided sentences

In this question, the candidates were given four sentences which were instructed to provide question tag for each. The question tested the correct use of question tags.

**Write an appropriate question tag for each of the following statements:**

(i) You don’t expect father to believe that.

(ii) He is counting books in the shelf.

(iii) You are doing an English Language examination.

(iv) Madam Laura has not been kind.

The question required the candidates to demonstrate their knowledge on the formation of appropriate question tags in line with positive and negative statements.

The question was attempted by 413,458 candidates, out of which 57.0 per cent had scores ranging from 0 to 1 mark, which is poor performance. Moreover, the data indicate that, 14.8 per cent had scored 2 marks, which is an average performance and 28.2 per cent had scores ranging from 3 to 4, which is a good performance. Among the candidates with weak performance, 44.9 scored 0. The general performance of the candidates in the question was good, considering that 43 per cent scored an average of 30 per cent and above, of the 4 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 3.

![Figure 3: The Percentages of the Candidates’ Performance in Question 3.](image-url)
As shown in the data, the candidates who scored high marks in this question had scores ranging from 3 to 4 marks. Those who scored 4 marks had knowledge about the question tags and they were able to supply question tags and their uses. They were aware of, for example, that negative sentence requires a positive question tag as in (a) you don’t expect father to believe that. The correct question tag is ‘do you?’ which is a positive one. It could not be correct to say ‘don’t you?’ because the statement is in the negative form. The candidates were aware of this principle of forming question tags in English Language. These candidates were aware that positive sentence goes with a negative question tag. Moreover, these candidates were knowledgeable on how to construct question tags when the statement is a declarative one, as in (b) He is counting books in the shelf. This statement requires a negative question tag which is ‘Isn’t he?’ These candidates also demonstrated their ability in item (c) You are doing an English Language examination. In this item, the statement is compatible with the question tag ‘Aren’t you?’ Furthermore, in item (d) Madam Laura has not been kind. These candidates showed their ability in supplying the correct question tag ‘Has she?’ The other principles of forming question tags adhered by these candidates included: the correct use of personal pronouns such as ‘He’ and ‘She’ and the use question mark (?) at the end of the question tag. The other factors which are considered in question tags includes the correct use of auxiliary verbs, for example, Verb ‘be’ as ‘is’ and ‘are’. The verb ‘do’ and the verb ‘have’ as ‘has’. All these verbs play a key role in the construction of question tags. Lastly, the candidates were knowledgeable on the use of contracted forms in question tags as in ‘Aren’t you?’ also ‘Isn’t he?’ Extract 3.1 is a sample of good response from one of the candidates.

Extract 3.1: A sample of a correct response from one of the candidates.
The candidates who scored 2 marks, which is categorised as an average performance were able write correctly two question tags out of four. For example, one of the candidates provided correct question tags in (b) Isn’t he? and (c) Aren’t you? However, he/she provided incorrect question tags in items (a) and (d), as seen in Extract 3.2.

<table>
<thead>
<tr>
<th></th>
<th>A aren’t you?</th>
<th>B isn’t he?</th>
<th>C aren’t you?</th>
<th>D isn’t she?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>△</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
</tbody>
</table>

**Extract 3.2:** A sample of an average performance.

The candidates who scored 1 mark had little knowledge of the question tags. Consequently, they were able to write a correct answer in one item. Many of the candidates in this category managed to provide a correct answer in item (b) Isn’t he? , compared to other question tags. Further analysis shows that the candidates who scored 0 failed to provide correct response to any item due to their incompetence in the use of question tags. For example, one of the candidates, in answering item (a) copied the same sentence as from the question and put a question mark at end of it, probably the candidates mixed up the *A question* and *a question tag*. He/she did not know the difference between the two concepts. In answering item (b), another candidate in this category, changed the negative statement/sentence from the question to a positive one, as *‘He is not counting books from the shelf’*. The sentence in the question was *‘He is counting books from the shelf’*. This indicates the candidate’s incompetence in forming question tags. There were also candidates who failed to answer this item correctly, hence they copied the sentence as from the question and used them as responses. In item (c), some of the candidates who performed poorly had not mastered the principles of writing question tags. This led them into omitting the negation form the question tag. For example, one of the candidates in this group wrote *Are you?* The correct question tag was *‘Aren’t you?’*. This is because the sentence was in the declarative form. Moreover, the analysis shows that there were candidates who decided to use the auxiliary verb ‘do’ to all question tags irrespective of the structure of the sentence. For example, in item (d) one of the candidates wrote *‘don’t she?’* instead of *‘has she?’*. The same candidate wrote *‘don’t you?’* *‘don’t he?’* and *‘don’t you?’* to items (a). (b) and (c) respectively. This is an indication of guess work due to
incompetence in the use of question tags. Extract 3.3 presents the case in point from one of the candidates.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question Tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>To wish in appropriate question tag for each of the following</td>
<td></td>
</tr>
<tr>
<td>2. You don’t expect father to believe that</td>
<td>=D don’t you?</td>
</tr>
<tr>
<td>(b) He is counting books in the shelf</td>
<td>=D don’t he?</td>
</tr>
<tr>
<td>(c) you don’t or doing an English language examination</td>
<td>=D don’t you?</td>
</tr>
<tr>
<td>(d) Madam Laura has not been kind</td>
<td>=D don’t she?</td>
</tr>
</tbody>
</table>

Extract 3.3: A sample of incorrect use of question tags from one of the candidates.

2.2.2 Question 4: Writing the Meaning of given Dictionary Abbreviations and Symbols

In this question, the candidates were given five symbols and abbreviations that are used in an English Language dictionary and they were required to write what the given abbreviation and symbols stand for. The question aimed at testing the candidates’ knowledge to interpret symbols and explain what different abbreviations in a dictionary stand for. Moreover, it aimed at assessing the candidates’ ability to differentiate symbols from abbreviations as used in dictionaries.

(a) PP  
(b) [U]  
(c) (BrE)  
(d) [V]

Question 4 was attempted by 334,848 candidates, out of which 85.6 per cent had scores ranging from 0 to 1 mark, which is a poor performance.
Moreover, the data indicate that, 11.3 per cent had scored 2 marks, which is an average performance and 3.1 per cent had scores ranging from 3 to 4, which is a good performance. Among the candidates with weak performance, 48.7 scored 0. The general performance of the candidates in the question was poor, considering that only 14.4 per cent scored an average of 30 per cent and above, of the 4 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 4.

![Figure 4: The Percentages of the Candidates’ Performance in Question 4](image)

The candidates with a good performance in question 4 had scores ranging from 3 to 4 marks. Those who scored 3 marks correctly wrote the meaning of the three abbreviations but failed to write on the abbreviation in the question. Those who scored 4 marks wrote the meaning of abbreviations and symbols used in a dictionary. This shows that they had adequate knowledge about symbols and abbreviations used in a dictionary. Therefore they knew that PP stands for ‘Past participle’ in item (a) as the first P stands for Past and the second P stands for participle when the two letters occur simultaneously. Moreover, they realised that [U] in item (b) stands for uncountable noun. Furthermore, they knew that the abbreviation (BrE) in item (c) stands for ‘British English’ as in an English Language dictionary there are vocabularies and some phases specifically used in Britain. British English is one of the major dialects of English Language; the other is called American English abbreviated ‘Am E’. Finally, they realised that [V] stands for ‘Verb’ as a part of speech in English Language in item (d). Extract 4.1 is a sample of a good response from the script of a candidate who scored high marks.
Extract 4.1: A sample of correct answers for the items (a-d) in question 4.

The candidates with an average performance in question 4 scored 2 marks. These candidates provided correct answers to two items among the four items given. For example, one of the candidates provided correct answers in items (c) and (d), which was an indication that he/she was familiar with the abbreviation Br E and [V]. However, the candidate did not know the meaning of the abbreviations [PP] and [U] which mean past participle and uncountable noun, as seen in Extract 4.2.

Extract 4.2: A sample of average response.

Contrarily, the candidates with weak performance in this question had scores ranging from 0 to 1 mark. The candidates who scored 1 mark had little knowledge about abbreviation and dictionary symbols. Those who scored 0 did not have any knowledge about symbols and abbreviations used in a dictionary. Consequently, they provided incorrect answers in all four items. For example one of the candidates provided incorrect responses such as PP stands for ‘People’s Power’, [U] stands for ‘Universal’ while BrE means ‘Britalent’ and [V] is for ‘Volume’. On top of that, another candidate wrote PP stands for ‘people’, [U] as ‘unified’, Br E as ‘brother’ and [V] for ‘virus’. The candidates in this category decided to write words whatsoever came to their minds which start with the letter from the abbreviation due to their incompetence in the meaning of dictionary symbols. Additionally, there were candidates who left the question unanswered because they had no knowledge of the abbreviations.
in the question. Extract 4.3 is a sample of a poor response from the script of a candidate who scored 0.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
</tbody>
</table>

Extract 4.3: A sample of incorrect symbols/abbreviations.

2.2.3 Question 5: Constructing Future Sentences Using the Provided ways

In this question, the candidates were given four guidelines in forming future expression and were required to construct one sentence using each guideline provided.

(a) The use of ‘will’ or ‘shall’

(b) The use of verb ‘be’ + ‘going’ + ‘to infinitive’

(c) The use of ‘present continuous form’

(d) The use of verb ‘be’ + ‘about to’

Question 5 was attempted by 398,670 candidates, out of which 94.8 per cent had scores ranging from 0 to 2 marks, which is a poor performance. Moreover, the data indicate that, 4.1 per cent had scored 4 marks, which is an average performance and only 1.1 per cent had scores ranging from 6 to 8, which is a good performance. Among the candidates with weak performance, 49.2 percent scored 0. The general performance of the candidates in the question was poor, considering that only 5.2 per cent scored an average of 30 per cent and above, of the 8 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 5.
In this question the candidates were required to construct one sentence under each of the given ways to illustrate their use in expressing the future time. The question aimed at testing the candidates’ ability to construct correct sentences to express the future using a variety of ways provided.

The candidates with poor performance in question 5 had scores ranging from 0 to 2 marks. These candidates exhibited a number of weaknesses. Those who scored 2 marks had little knowledge of how future expression is formed in English Language. However, they managed to correctly construct only one sentence out of four as instructed. Moreover, the candidates who scored 0 had inadequate knowledge of future expression formation. Consequently, they failed to provide any correct answer. For example, one of the candidates wrote in item (a) *we shall going to school*. This answer is incorrect since the structure used by the candidate ‘shall + ingp+ to’ is ungrammatical in English Language. The candidate was not aware that in order to make the sentence correct he/she could insert the verb ‘be’ between the modal ‘shall’ and lexical ‘going’. In item (b), the candidate wrote: *Hamisi going to infinitive the examination*. In this case, the candidate did not know the meaning of the phrase ‘to infinitive’. Consequently, the candidate used the phrase as it is in his/her constructed sentence. The phrase is formed by the preposition ‘to’ together with the base form of a ‘lexical verb’, for example, ‘play’ in order to have the structure ‘to play’.

**Figure 5: The Percentages of the Candidates’ Performance in Question 5.**
In item (c), the candidate wrote: *am answer for two hours*. This sentence is ungrammatical and does not express future time. The item in the question instructed the candidate to use ‘present continuous form’ to form future time. The candidate considered the word ‘present’ and wrote ‘*am answer for two hours*’ to mean he/she had been answering (may be an examination paper) for two hours.

Finally, in item (d), the candidate wrote: *Msuva talking about to win the match*. The structure is not a future expression rather the candidate used the ‘ing’ in ‘talking’ and inserted the phrase ‘about to win’ to form what looks like future. Extract 5.1 presents such incorrect answers from one of the candidates.

---

**Extract 5.1:** A sample of incorrect answers for the items (a – d) in question 5.

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
<th>(d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of ‘will’ or ‘shall’</td>
<td>The use of verb be + going + to infinitive</td>
<td>The use of ‘present continuous form’</td>
<td>The use of verb ‘be’ + about to</td>
</tr>
<tr>
<td>➔ We shall going to school</td>
<td>➔ Hamza going to infinitive the examination</td>
<td>➔ Am answer for two hours</td>
<td>➔ Msuva talking about to win a match</td>
</tr>
</tbody>
</table>

The other group of candidates lacked the knowledge to construct the sentences to express future instead they constructed incorrect sentences using wrong version. For example, one candidate wrote:

(a) *My journey will be completed next month*

(b) *I have to listening to you*

(c) *We shall be kind about to please you*

(d) *He will be going to dance on nation ceremony.*

These sentences are incorrect and not in the proper order. Furthermore, the analysis shows that there were candidates who had no knowledge of how to construct future expression in English Language. Such candidates
ended up copying the guidelines as their responses, as shown in Extract 5.2.

**Extract 5.2:** A sample of incorrect answers for the items (a – d) in question 5.

The candidates with an average performance were able to construct correctly two sentences using the given guidelines. For example, one of the candidates constructed correctly item (a) the use of ‘will’ or ‘shall’ because he/she knew the uses of the modals in forming future time. In item (b) the candidate, was able to use the structure ‘be’+ ‘going’ + ‘to infinitive’ to construct a sentence expressing future time. However, the candidate wrote incorrect sentences in items (c) and (d) since he/she did not know the rules of constructing future by using ‘present continuous form’ and verb ‘be’ + ‘about to’. Extract 5.3 presents such correct and incorrect answers from one of the candidates.

**Extract 5.2:** A sample of a response with average scores.

The candidates with a good performance in question 5 had scores ranging from 6 to 8 marks. Those who scored 6 marks were able to construct correctly three sentences using the provided guidelines among the four items given. Furthermore, the candidates who scored 8 marks were able to construct all the given sentences. The candidates considered that pronouns ‘I, we/you, we, I, they, she, he, It can take either ‘will’ or ‘shall’ in expressing the future in item (a). The future can further be expressed with ‘be’ going to infinitive. For example, *It is going to rain or It is
raining in the evening or It is about to rain (there are signs and indicators of rain in a short time to come) in item (b). In item (c), they knew that the present continuous form can used to construct future time. The candidates who scored high marks constructed correct sentences using the guideline be + about to in item (d). Extract 5.3 is a sample of correct answers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>We will visit Foreign Observation center after our term tour level.</td>
</tr>
<tr>
<td>b)</td>
<td>I am going to learn how to cook a cake tomorrow.</td>
</tr>
<tr>
<td>c)</td>
<td>She will be visiting us tomorrow.</td>
</tr>
<tr>
<td>d)</td>
<td>I was about to phone her when the phone rang.</td>
</tr>
</tbody>
</table>

Extract 5.3: A sample of correct answers in items (a-d) in Question 5.

2.2.4 Question 6: Communicating with a Shopkeeper Using the Guidelines Provided

In this question, the candidates were required to write communicative expression with the shopkeeper using the given question guides. The candidates were required to show their ability to communicate effectively using English language when requesting for services of commonly used home items. The question also required the candidates to demonstrate their mastering skills in understanding various food stuffs available in the environment including in shops and supermarkets. Furthermore, the question wanted the candidates to show their ability to make conversation to request for various food stuffs by their names, prices and quantities using English language.

Suppose you are sent to a shop to buy some food stuffs. How would you communicate with the shopkeeper using the given question guides in (a – d)?
(a) How would you start the conversation?
(b) How would you ask for the item you want to buy?
(c) How would you ask for the price?
(d) How would you ask for the quantity of the item you want?

Question 6 was attempted by 384,073 candidates, out of which 65.7 per cent had scores ranging from 0 to 2 marks, which is a poor performance. Moreover, the data indicate that, 2.1 per cent had scored 4 marks, which is an average performance and 32.2 per cent had scores ranging from 6 to 8, which is a good performance. Among the candidates with weak performance, 49.2 per cent scored 0. The general performance of the candidates in the question was average considering that, 34.3 per cent scored an average of 30 per cent and above, of the 8 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 6.

![Figure 6](image)

**Figure 6:** The Percentages of the Candidates’ Performance in Question 6.

The candidates who scored high marks ranging from 6 to 8 marks showed good knowledge in communication skills which enabled them to communicate appropriately with the shopkeeper requesting for the proper items required and they were awarded accordingly. Those who scored 6 marks wrote correctly three communicative sentences on how to communicate with a shopkeeper when buying food stuffs. However, they did not manage to write correctly one communicative sentence; hence they scored 6 marks out of 8 allocated for the question. Those who scored
8 marks in this question managed to show how one would communicate with the shopkeeper when requesting for food stuffs as in Extract 6.1.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Good morning Miss Jonester.</td>
<td></td>
</tr>
<tr>
<td>b) Do you have some maize flour?</td>
<td></td>
</tr>
<tr>
<td>c) How much is one kilogram of maize flour?</td>
<td></td>
</tr>
<tr>
<td>d) Can I have two kilograms of maize flour please?</td>
<td></td>
</tr>
</tbody>
</table>

**Extract 6.1:** A sample of correct sentences in Question 6.

There were other candidates who scored average marks. These candidates were able to communicate with a shopkeeper but using incorrect sentences. For example, one of the candidates managed to make four sentences out of which one was incorrect and another one lacked clarity which led to be awarded average marks, as indicated in the Extract 6.2.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. (a) Hi Mr/Mrs, How is your day?</td>
<td></td>
</tr>
<tr>
<td>(b) I would like to buy some food stuff like lemons, onions and bread.</td>
<td></td>
</tr>
<tr>
<td>(c) May I ask how does each of the food stuff mentioned cost?</td>
<td></td>
</tr>
<tr>
<td>(d) I would only buy two lemons, three onion and one loaf of bread only.</td>
<td></td>
</tr>
</tbody>
</table>

**Extract 6.2:** A sample of a response with average scores.

Furthermore, there were candidates who completely failed to understand the requirements of the question because they lacked the knowledge of what food stuffs is and some mathematical elementary concepts such as
prices and quantities of items needed. Some of the candidates failed to produce the questions to the shopkeeper as required while others made questions which asking for food stuffs. One of the candidates, for example, wrote an order letter requesting for food staffs instead of making live conversation with the shopkeeper since he/she lacked the knowledge and had limited vocabulary not enough to differentiate a dialogue from an order letter as indicated in the Extract 6.3.

**Extract 6.3:** A sample of an incorrect response.

2.2.5 Question 7: Constructing Sentences on a Serious Accident Witnessed Using the Provided Words

In this question, the candidates were supposed to consider that they had witnessed a serious accident on their way to school and were required to use the mentioned guide words to construct a sentence for each to describe the incident. The question aimed at testing the ability of the
candidates to express themselves using English in different situations. It further aimed at measuring the candidates’ ability to correlate some vocabularies with the incident using correct structures.

Consider that you have witnessed a serious accident on your way to school. Use the following words to construct a sentence for each to describe the incident.

(a) Bad
(b) Injured
(c) Terrible
(d) Horrible

Question 7 was attempted by 368,361 candidates, out of which 79.1 per cent had scores ranging from 0 to 2 marks, which is a poor performance. Moreover, the data indicate that 10.1 per cent had scored 4 marks, which is an average performance and 10.8 per cent had scores ranging from 6 to 8, which is a good performance. Among the candidates with weak performance, 67.9 scored 0. The general performance of the candidates in the question was weak, considering that 20.9 per cent scored an average of 30 per cent and above, of the 8 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 7.

![Figure 7](image)

**Figure 7**: The Percentages of the Candidates’ Performance in Question 7.
The candidates with good performance scored from 6 to 8 marks. Those who scored 8 marks were able to narrate what happened during the accident using the given words ‘bad’, ‘injured’, ‘terrible’ and ‘horrible’. The sentences were supposed be correct and following chronological order of the accident. The analysis shows that these candidates had the knowledge and ability to make correct sentences in correlation to the incident for example; one candidate was able to write the required sentences correctly to deserve high scores, as shown in Extract 7.1.

<table>
<thead>
<tr>
<th></th>
<th>a) The bad accident occurred at 11 a.m., yesterday.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b) Twenty people were injured by the car.</td>
</tr>
<tr>
<td></td>
<td>c) It was serious and very terrible accident.</td>
</tr>
<tr>
<td></td>
<td>d) It was horrible, and made me run fast.</td>
</tr>
</tbody>
</table>

**Extract 7.1**: A sample of a correct response in Question 7.

On the contrary, the candidates whose performance was average managed to construct only two correct sentences, while the remaining two were ungrammatical and were not related to the incident. These candidates scored 4 marks hence attained average performance, as evident in the Extract 7.2.

<table>
<thead>
<tr>
<th></th>
<th>a) The road was very bad.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b) One of the passengers injured badly in the head.</td>
</tr>
<tr>
<td></td>
<td>c) It was terrible accident ever happen.</td>
</tr>
<tr>
<td></td>
<td>d) The accident was horrible to everyone.</td>
</tr>
</tbody>
</table>

**Extract 7.2**: A sample of an average performance in Question 7.

Finally, there were candidates who failed to construct the required sentences. These candidates lacked knowledge of using the given words to express themselves in English. For example, one of the candidates used
the given words to construct incorrect sentences not related to the incidence, as shown in Extract 7.3:

| 07. | Accident is bad things and it can cause people to death and there is not good in the society. |
| 08. | Accident is the injured person to get a injured is not good thing. It can cause people to died and we need to remove those people who cause injured. |
| 09. | Accident is terrible it can cause people to have a conflict and in other time can death in from one place to another and is not good in our society. |
| 10. | Accident is horrible and it can cause death to people in from one place to another and we need support to the government to remove those things in from one place to another. |

**Extract 7.3**: A sample of an incorrect response in Question 7.

2.2.6 Question 8: Reading and Obtaining Specific Information from the Passage

In this question, the candidates were instructed to read a given passage and answer the questions that followed. The question tested the candidates’ ability to read and comprehend the given passage. The following is the passage which was given for this question.

*English language seems to be a problem to both teachers and students in Tanzania although it is an official language. It is taught as a subject in primary schools and is used as the medium of instruction from secondary schools to higher education levels.*

*In recent years, the language has been a barrier in academic performance among many students. It acts as an obstacle to some of the students toward learning new concepts intended since they fail to*
understand what is taught in the classroom using English language. As a result, they finish a certain level of education without having the required skills and competences.

Some measures should be taken in order to solve the existing problem. It is suggested that Kiswahili should be used as a medium of instruction in all levels of education because it is the National language and it is well understood by Tanzanians as compared to English language. It has been proven through various researches that, people understand better when they learn in the language they know.

There are some prevailing wrong perceptions that, Kiswahili has limited vocabularies and it is not self-sufficient when it comes to scientific and technological issues. This is very wrong perception since any language in the universe has ability to borrow and incorporate words from other languages. However, there is no language which is self-sufficient by itself.

Questions:
(a) Suggest the suitable title of the passage with about four to ten words.
(b) How could the problem of language of instruction be solved in Tanzania? Explain one means.
(c) Why has English Language been a problem in Tanzania? Give one reason.
(d) In your opinion, which language between English and Kiswahili should be used as a medium of instruction in all levels of education in Tanzania? Limit your response to one point.

Question 8 was attempted by 47,012 candidates, out of which 46.8 per cent had scores ranging from 0 to 2 marks, which is a poor performance. Moreover, the data indicate that, 46.0 per cent had scored 4 marks, which
is an average performance and 7.2 per cent had scores ranging from 6 to 8, which is a good performance. Among the candidates with weak performance, 16.4 percent scored 0. The general performance of the candidates in the question was average, considering that 53.2 per cent scored an average of 30 per cent and above, of the 8 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 8.

![Figure 8: The Percentages of the Candidates’ Performance in Question 8.](image)

In item (a), the question aimed at testing the ability of the candidate to read, understand and remember. It also aimed at assessing the candidate’s ability to read a variety of texts in English language. The candidates who scored high marks were able to realize that a suitable title must be passage oriented, written in the candidates own words, and using capital letters following the number of words instructed in the question. For example, one of the candidates suggested a suitable title, as shown in Extract 8.1 (a).

<table>
<thead>
<tr>
<th>8</th>
<th>LANGUAGE OF INSTRUCTION IN SECONDARY SCHOOLS AND HIGHER EDUCATION LEVELS</th>
</tr>
</thead>
</table>

**Extract 8.1**: A sample of a suitable title.
In item 8 (b), the question aimed at testing the ability of the candidates to express themselves in English Language. Those who scored high marks were able to explain how the problem of language of instruction could be solved using correct structures. For example, one of the candidates preferred Kiswahili to English as the language of instruction in Tanzania, as shown in Extract 8.2 (b).

| (b) The problem has to be solved by using KISWAHILI language as a language of instructions. |

**Extract 8.2:** A sample of a correct response from a candidate who preferred Kiswahili to English Language.

In item 8(c), the question aimed at testing the candidates’ ability to reason why English language has been a problem in Tanzania. The candidates who scored high marks in this part correctly showed the ability to read, understand and to reason why English language has been a problem in Tanzania. These candidates showed the reasoning skills to argue against the problems raised in the society.

On the other hand, those who failed to comprehend the passage were not able to give reasons to the problem posed. One candidate copied a sentence from the passage as the reason why English has been a problem in Tanzania as shown in the Extract 8.3.

| 8. (b) It is argued that Kiswahili should be used as a Medium of instruction in all levels of education. |
| (c) The language has been a barrier in academic performance among many students. |
| (d) English because the people understand better when they learn in the language they know. |
| (e) English language is the problem to the people to understand |

**Extract 8.3:** A sample of an incorrect response.
In item 8 (d), the question required the candidates to give opinions or suggestions preferring either Kiswahili or English Language to be used as a medium of instruction in all levels of education in Tanzania. The candidates who were able to defend their sides intelligently showed the ability to argue against any social problem occurring in the society. One of the candidate defended English Language to be used in all levels of education in Tanzania because it is an international Language which will enable everyone to communicate in the world, as shown in Extract 8.4.

\[
\text{(d) English language should be used because it is a international language that you can communicate with anybody through out the world.}
\]

Extract 8.3: A sample of a good defense for English language as a medium language of instruction in Tanzania.

2.3 SECTION C: Essay Questions
This section consisted of four (4) questions 9, 10, 11 and 12. Each question weighed 15 marks. Candidates were instructed to answer any three (3) of them. The whole section had a total of 45 marks.

2.3.1 Question 9: Writing an Argumentative Essay on the Given Statement
Argue against the statement “Digital revolution has spoiled the world”. Use six points in not more than 250 words.

In this question, the candidates were required to argue against the statement that “Digital revolution has spoiled the world”. The question required the candidates to use six points in not more than 250 words to argue against the statement provided. In other words, the candidates were required to give six points to support and show the benefits of digital revolution to the world.

The question aimed at testing the ability of candidates to write composition. Furthermore, the questions aimed at assessing the candidates’ ability to express themselves using English Language. It only also aimed at accessing the candidates’ ability to understand the meaning of different connotations in English language.
Question 9 was attempted by 210,984 candidates, out of which 65.9 per cent had scores ranging from 0 to 5 marks, which is a poor performance. Moreover, the data indicate that, 27.6 per cent had scored 4 marks, which is an average performance and 6.5 per cent had scores ranging from 11 to 15, which is a good performance. Among the candidates with weak performance, 38.1 per cent scored 0. The general performance of the candidates in the question was average, considering that 34.1 per cent scored an average of 30 per cent and above, of the 15 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 9.

![Figure 9: The Percentages of the Candidates’ Performance in Question 9.](image)

The candidates who scored high marks were able to understand the meaning of “digital revolution”. They managed to mention and explain convincingly six points against the notion that “Digital revolution has spoiled the world by showing the advantages, such as improvement in communication, easy access to information, useful for business, advertisements and more others.” Hence, they deserved high scores as shown in the Extract 9.1.

9: Digital revolution refers to the advancement of technology and science in today's world. Most of people complain that digital revolution has increased a lot of problems such as improper behavior and even crimes. But that is not correct as it is opposed by the following facts:

- It has led to the improvement of communication technology. In today's world, communication in different aspects of life has been improved. People get different information through digital means very fast.

- It has led to industrial revolution for Digital revolution has improved machines that are used for production in the industry. This has also led to innovation in production for instruments used are modern. Hence, improvement in life standard.

- It has led to the improvement of transportation activities in various parts of the world. The goods transported using digital technology reach the place at fast ways. For example, one can send money to the other person through phone. This helps to save time.

- It has led to improvement in provision of social services to the community. Places with advanced digital facilities get plenty of social services that are important for day-to-day activities. For example, services like electricity and water supply.

- It has led to the improvement of educational sector. The education sector goes a long way with technology. The digital revolution has led students get a lot of materials. For example, a student can get materials for studying through phone.

Lastly, it has led to improvement in medical treatments. Now, days, technology has helped people to have advanced skill when giving medical care. This will help even though we don't know the final medical treatment through digital items.

Therefore, in order for one to develop, he/she should use digital instruments that gain with advanced technology in daily life.
However, other candidates understood the question and wrote down the required points but failed to elaborate them fully. Hence, they were awarded one mark each instead of the required two marks. Therefore, they attained average marks, as shown in Extract 9.2.

Extract 9.2: A sample of a response with average scores.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Digital revolution is the process of using different mass media like computer, phone, and internet to make the world as villages.</td>
<td></td>
</tr>
<tr>
<td>2. I disagree on issues of digital revolution having spoil the world due to this statement.</td>
<td></td>
</tr>
<tr>
<td>3. It important in studying through internet, digital revolution does not spoil the world because it help in issues of studying different important issues such as in subjects that help to know different things. So, digital revolution does not spoil the world.</td>
<td></td>
</tr>
<tr>
<td>4. It help to know what is going on in the world. Digital revolution does not spoil the world because it help people to know what is going on in the world, so the revolution or the digital revolution does not spoil the world.</td>
<td></td>
</tr>
<tr>
<td>5. It important because it express communication, the digital revolution does not spoil the world but its important in the world because it express communication in the world.</td>
<td></td>
</tr>
<tr>
<td>6. Digital revolution is important because it make the world as like a single village through communication through internet; digital revolution is important because it make the world as single village in different issues like trade so digital revolution does not spoil the world.</td>
<td></td>
</tr>
<tr>
<td>7. It important to the business through communication; digital revolution does not spoil the world but it help in issues of business exchanging of production so now outside the country to the inside of the country. So digital revolution is important to...</td>
<td></td>
</tr>
</tbody>
</table>
Further analysis shows that, there were some candidates who lacked both the knowledge of composition writing, thus failed to interpret the question and ended up misinterpreting the question. For example, one of the candidates wrote a debate which was not required, thus ending up with an award of 0. Another candidate in this category argued for the given statement instead of arguing against it as shown below in Extract 9.3.

**Extract 9.3:** A sample of an incorrect response in Question 9.
2.3.2 **Question 10:** Using the poems “A Freedom Song” by MegoYE M.O and “Song of Lawino” by Okot p Bitek to portray oppression and its relevance.

The question aimed at testing the candidates’ ability to read and appropriately interpret literary works. It also aimed at accessing the candidates’ ability to express themselves using English Language. Furthermore, the question intended to test the candidates’ ability to relate what they have read with what is taking place in their societies.

Question 10 was attempted by 142,910 candidates, out of which 84.3 per cent had scores ranging from 0 to 5 marks, which is a poor performance. Moreover, the data indicate that 14.8 per cent had scored 4 marks, which is an average performance and 0.9 per cent had scores ranging from 11 to 15, which is a good performance. Among the candidates with weak performance, 39.1 per cent scored 0. The general performance of the candidates in the question was weak, considering that 15.9 per cent scored an average of 30 per cent and above, of the 15 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 10.

![Figure 9](image_url)

**Figure 9:** The Percentages of the Candidates’ Performance in Question 10.

The candidates who scored high marks were able to define what oppression is. They were able to explain how poets have portrayed the problem of oppression by citing examples from the two poems that are ‘A
"Freedom Song’ by Mcgoye M.O and A Song of Lawino by Okot p Bitek. These candidates were able to show knowledge of poetry by making a thorough analysis on the two poems. However, the candidates were able to mention women’s divorce, men’s involvement in extra marital affairs, men abusing their wives as well as women abusing their fellow women, points which qualified their arguments. A sample of a candidate who responded correctly is shown in Extract 10.1.
First, the poet has discussed the issue of child oppression through child labour, a child is a person who is below eighteen years. The poet has used Atena to show child oppression through child labour where her uncle overworks her when she was eight years old. She had to do all domestic work and waking up early. This is proved when the poem says:

"Ateno washes dishes.
Ateno plucks the chicken.
Ateno wakes up early.
Beds up her bed, down in the kitchen.
Ateno eight years old.
Ateno yes!" (Stanza 1)

Therefore the quote above proves that there is child oppression in terms of child labour. The issue of child oppression in terms of child labour still exist in our societies since many children are working in small industries and mining sectors.

Second, the poet has portrayed the issue of child oppression in terms of not being paid exploited. The poet has also shown how Atena is being exploited because she has to work and do all domestic chores without any pay. This is proved when the poet says:

"Since she is my sister's daughter, Ateno needs no pay.
While she works my wife can sit:
Sewing every sunny day,
With her earnings I support:
Ateno, yes!" (Stanza two)

Therefore, the stanza above proves that there is child oppression in terms of exploitation. The problem is also common in our societies since there is exploitation of children from family levels where they are to do work and also exploitation of house maids.
Extract 10.1: A Sample of a good response in poetry

However, other candidates either succeeded to give out the required points but instead of six points in total, they were able to give out lesser points than the required number between three and four, this led them to score average marks as shown below.
By using two poems "A FREEDOM SONG" by Marjorie Oliphant and "SONG OF A MIND" by John O'Keefe and by choosing one of the mentioned above called "A FREEDOM SONG" it is surprising are the way the poets have portrayed the issue of oppression and to show there relevance of these poems to our society which are Child labour. They due to that their oppression led to treasures of child labour and child labour in our society will be prevented every day now child labour must be abolished in our society example instance one a person say Athena washes dishes Athena plucks the kitchen Athena gets up early Beds her sails down in the kitchen
Atheno is eight years old.

Atheno you.

Though oppression in our society child were oppressed example Atheno oppressed with up the wife.

Segregation of this due to the unfair to the society in their poem of freedom song the poet has shown segregation instead two verse and "where she works my wife can sit" and in stanza 11th verse of "where my wife has gone to study".

Early pregnancies, she is due to that through oppression led to the increase of any pregnancies example Atheno after oppressed by her maternal relatives at the end time get a pregnancy now and in these day there are some people and child up to oppressed with her societies example in stand with the person say "Atheno had a baby"

Though oppression led to the increase of any pregnancies in the society now should be abolished. By using song song of love the following aid the way the poet portrayed the issue of oppression and to show the relevance of this poem in the society which was are humiliation from the poem the writer has shown humiliation in our society which will be taking place in every day for treating people in different ways and the poets portrayed that humiliation must be abolished to the society because led to the increase of con
<table>
<thead>
<tr>
<th>Fleet of some people in the society.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betrayal! The poet has shown betrayal</td>
</tr>
<tr>
<td>of some people in the society. From this poem, people were betrayed; their own ability independent upon power and betrayal. In our society, it is present and must be abolished. This led through oppression.</td>
</tr>
<tr>
<td>Misuse of power, this is due to that through oppression led to some leader to use their resources to extract looting. Their position of people in the society they led to the increase of poverty and underdevelopment. Now oppression must be abolished in the society.</td>
</tr>
<tr>
<td>Generally, by using two poems, &quot;A song&quot; and &quot;A song of love.&quot; The following are the words poets have portrayed their sense of oppression and show the relevance which was and humiliation is present in our society. Let us and must be abolished, and betrayal was present in the society and must be abolished.</td>
</tr>
</tbody>
</table>

**Extract 10.2:** A Sample of average performance in question 10.

On the contrary, other candidates completely failed to make use of the two poems as required, instead not only wrong answers but also composed a poem not totally related to the requirements of the question as shown in Extract 10.3.
2.3.3 Question 11: Using characters from two novels studied to analyse bad traits which should not be adapted in Tanzanian context.

In this question, the candidates were required to use characters from the two novels studied under this section to analyse bad traits which should not be adapted in Tanzanian context by providing three points from each novel. The question aimed at testing the candidates’ ability to read, understand interpret literary works. Also it aimed at assessing the candidates’ ability to respond to questions given out of books read.

Question 11 was attempted by 383,130 candidates, out of which 40.5 per cent had scores ranging from 0 to 5 marks, which is a poor performance. Moreover, the data indicate that, 47.0 per cent had scored 4 marks, which is an average performance and 12.5 per cent had scores ranging from 11 to 15, which is a good performance. Among the candidates with weak performance, 11.3 per cent scored 0. The general performance of the candidates in the question was average, considering that 59.5 per cent scored an average of 30 per cent and above, of the 15 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 11.
Figure 11: The Percentages of the Candidates’ Performance in Question 11.

The candidates who scored high marks were able to define the term ‘characters’ as imaginary people, animals or creatures used by different novelists to convey their intended message. They also stated the two novels used. Furthermore, the candidates analysed corruption, adultery/promiscuity, excessive drinking, mistreatment of children, female genital mutilation, betrayal and sex before marriage as bad traits that which exist in Tanzania and which should not be adapted in line with the associated characters for each trait. These were awarded high marks as shown in Extract 11.
characters are living a non-living thing used by the writer to convey a given message to the people concerned. In the novels PAWAS LIKE A SHADOW by B.M. Mopanela and UNANSWERED PRAYS by Simon, the author has shown various bad traits (characters) which should not be adapted in Tanzanian context.

Starting with the novel PAWAS LIKE A SHADOW by B.M. Mopanela, the following are the bad traits shown by the author which should not be adapted in Tanzanian context:

Drunkardness: This is the action of using alcohol and other recreational drinks which may have an effect to some one's health. This is shown by Adyeri in the novel where he spends all his money to get recreational drinks such as alcohol and hence his continuous behavior causes him to be drunkard. In our societies, there are also some people who use alcohol and other recreational drinks which causes drunkardness as the way to overcome emotional stress and other problems that they face. This is mostly practiced by youth. This behavior is bad and should not be practiced in Tanzania because it leads to negative impacts such as increase of poverty and street children.

Raping as shown by John in the novel the author has shown in Raping as the bad trait: Raping is the practice of forcing unwilling sex with a person. John rapes Abohiki because Abohiki was not willing to have sex with him hence John puts a drug which causes sleepness to Abohiki so as to fulfill his will. In our societies there are various criminal crimes concerning with raping where by even young girls are exposed to this violence by their closely related neighbors such as uncles, brothers and fathers. This is a bad trait and should not be practiced in Tanzania due to its negative impacts such as spread of HIV/AIDS and other sexual transmitted diseases hence the government should formulate...
The laws against raping and should take seriously punish
ment to law breakers.

Prostitution as shown by vidya, Tusiime and Kumi,
prostitution is the commercial sex where by some one sells
her body for the purpose of getting money. The author has show
that prostitution is mostly influenced by poverty and poor
pressure. Vidya, Tusiime and Kumi engaged themselves in prosti
tion because of poverty. In our society, prostitution is most
by practised by girls where by they sell their bodies so as
to get money for their basic needs such as food, shelter
and clothes. This practice is bad since it caused fast spread
of sexual transmitted diseases such as AIDS. Hence in
order to overcome the problem social education against
bad peer influence should be provided and also people should
work very hard.

Also in the novel UNANSWERED CRIES by Conan
catch the author has shown the following bad traits which
should not be adapted in Tanzanian context.

Betrayal and corruption as shown by Fa-Amandu and
Edward Cole. This is the act of doing something out on
an agreement. In the novel the author has shown that
Edward Cole betrays elabiri by exposing the relationship
in the court. Also Fa-Amandu betrays Makalay by receiv
ing corruption from elabiri and hence he does not take her
to Makalay. In our society also most of people fail to
reach their goals due to corruption and betrayed. For exampl
le most of road accidents occur due to corruption receive
ed by the traffic wardens from the drivers. This beha
vior is bad and should not be adapted in Tanzania due
to negative impacts such as condemning people's rights.

Promiscuity and infidelity. Promiscuity is the bad
avoir of having many sexual patterns. Infidelity
On the other hand, the candidates who scored average marks used the correct novels but failed to analyse fully the bad traits, they also mentioned and analysed few traits from one novel or mentioned the traits but failed to relate them to the bad traits as required. One candidate mentioned the traits without relating them to the characters. Hence, they were moderately awarded to get average scores as shown in Extract 11.2.
Characters is the situation of a person which to convey the knowledge of people in the society. This statement is not true by using two novels like "PASSED LIKE A SHAM!" which written by Bernard S. Magdala and the book of "UNANSWERED LETTERS" which written by Osman Gadh. The following are as points of the book of passed like a shadow.

Womenization is the situation where use by alcohol and where example in the book of passed like a shadow. Also, women of bavour and in the county of tannia have no relation to our society. Hence is passed like a shadow. Prohibition is the situation of female. Shaving husband more than one courtship. Example in the book of passed like a shadow are so many people who prohibited like. Vicky is a prohibition, hence is passed like a shadow. Many characters are at sometimes own society of Tannia.

Drunkness is the situation where use more alcohol. For example in the book of passed like a shadow which written by Bernard S. Magdala. People who drunks are compare. Also, people in the book are bad traits which should not adapted in Tannia. Aljery are drunkards and come with the problem for their home because of drinking alcohol.
The other group of candidates failed to meet the demand of the question by just mentioning and analysing the bad traits without relating them with the characters concerned. One of these candidates, for example, mentioned characters without showing their correlation with the bad traits, hence failing to produce what was expected out of him or her. Another one mentioned characters and define without further elaboration to the bad traits. Hence, they deserved to be awarded low marks as shown in the Extract 11.3.
Adapted

like a shadow in a dream.

Also make them be part of the story.

Terror in Tampax is not people or places.

like a shadow in a dream.

Adapted

also think about the novel's tone.

like a shadow in a dream.

Adapted

also think about the novel's tone.

like a shadow in a dream.

Adapted
2.3.4 Question 12: Justifying the statement “Literature as a mirror reflects the culture of a particular society” by using two plays.

In this question, the candidates were required to start by defining the term culture because it was a root of the question. The question aimed at assessing the candidates’ ability and knowledge on the elements of culture such as polygamy, taboos, food, traditions, customs, beliefs, values and social organisations. Likewise, the candidates were needed to show their understanding and application of what was read in literary books to the society.

Furthermore, the candidates were required to demonstrate their ability to justify the statement that “literature as a mirror reflects the culture of a particular society”. The candidates were supposed to think from known (mirror) to unknown (literature) to enable them to link the functions of a mirror and that of literature. Finally, the candidates were required to relate the themes revealed or reflected in plays, such as bride prices, superstition beliefs, tribal marriages and more other to the contemporary society.

Question 12 was attempted by 378,504 candidates, out of which 45.1 per cent had scores ranging from 0 to 5 marks, which is a poor performance. Moreover, the data indicate that, 43.9 per cent had scored 6 to 10 marks, which is an average performance and 11.0 per cent had scores ranging from 11 to 15, which is a good performance. Among the candidates with weak performance, 10.3 per cent scored 0. The general performance of the candidates in the question was average, considering that 54.9 per cent
scored an average of 30 per cent and above, of the 15 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 12.

![Bar Chart]

**Figure 12:** The Percentages of the Candidates’ Performance in Question 12.

The candidates who scored high marks were able to define what culture is and explain appropriately its elements. They showed their ability in discussing the reflected themes by linking them or citing examples from the contemporary society where they live, hence deserved high marks as shown in the Extract 12.1.
Literature is the branch of art which use words to express ideas to the people. By using true play, I want to verify the statement by using THREE SISTERS ONE HUSBAND written by oyene muiria. Also the black hermit written by Kigai wa thiong'o.

By using play of THREE SISTERS ONE HUSBAND I justify the statement by the following points.

Forced marriage: is the situation where by someone forced to be married with someone who doesn't love. In the book Julius forced to be married with rich people but she doesn't want them. His lady first sister, Mulia second sister and Tschagen third sister. In our society there are some tribes which practice it so forced marriage should be stoped.

Superstition: Is the situation of the people to believe in to creations. In the book people of mulai estate they believe to the answer to solve their problems like in the family of mulai estate they call samarthi who is witchdoctor to know where money of bridal price should be found. In our society also we believe in the superstition to solve a problems so superstitution should be abolah.

Polygamy: Is the situation where by man have more than one wife. In the book most of the men have more than one wife while have eight wives in the family also Mulia chair person having more than one wives. In the society also there are some men who have many wives in the family. polygamy should be stop in our society.

Humata another book of THE BLACK HERMIT also show the culture of different society through the following points.

Wife inheritance: is the situation where by someone take wife of his brother when his brother die. In the book Msimba he need his son Remi to marry his brother's wife but Remi he doesn't want. In our society this is the among of the cultural which practice. Wife inheritance should be abolah in the society.

Inhalation: Is the situation where by someone discrim
Extract 12.1: A sample of good response.

Similarly, there were some candidates who scored average marks for because they lacked fully knowledge about the requirements of the question. For example, most of them understood the question but failed to explain how literature reflects the culture of a particular society. Others discussed unrelated themes which are irrelevant to their contemporary situation, such as colonialism; hence they failed to explain properly how literature reflects the culture of the society. These were moderately awarded average scores as shown in Extract 12.2.
10. Culture is the total way of life. In every society, people have their own culture. We can see it in the book of "Three Sisters, One Husband." The author, Nguyen, wrote this book in 1994. The author shows us how literature can reflect the culture of a particular society. Also, in the book of "This Tomorrow," the author, Ngoc, wrote it through the year 1978. We will see that the author shows literature as a mirror or reflect the culture of a society.

By starting with the book of "Three Sisters, One Husband," the author shows us how literature can reflect the culture of a particular society. In this book, we see the amount of money that is being given to a family of the one who is being married. In this case, thanks to the patient, the author was able to show how much money is being paid. We see the bride price, which is the amount of money given to the family of the one being married. In other cases, they do the same. It's also like a gift to pay a bride price.

Food taboos, also, show us the food of the traditions. Every culture has their own traditions. We saw in the book that all the people in the country, they are forced to eat what they are not supposed to eat. But man does.

Superstitions, this is the way of believing in supernatural powers. In the story, we saw how the people believe in witchcraft that happen when people stole the money that they went to Sangan. And see when took it but they didn't eat it. That was rejected to some society. That is happened their also can be in other places.
Lastly, there were other candidates who totally failed to meet the demands because they lacked knowledge and language skills which would enable them to express themselves in English language. They ended up mentioning themes with different explanations; hence they were awarded low marks as shown in Extract 12.3.
Extract 12.3: A sample of incorrect response.

3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

Twelve topics were assessed in the English Language subject in CSEE 2019. These are: *Using a Dictionary, Expressing Personal and Group Routine/habits, Expressing ongoing activities, Talking about Past Events/activities, Expressing Future Plans/activities, Reading a Variety of Texts, Reading and Interpreting Literary works, Talking about Events, Asking for services, Reading for Information from Different Sources,*
Writing Using Appropriate Language content and Style and Locating Places.

The analysis of the candidates’ performance in each topic shows that locating places where question 2 was extracted had high performance by 97.1. Other topics had performance as follows: Talking about Events (53.2%) which question 8 was set. Using a Dictionary (47%) in question 4, Talking about Past Events/Activities, Expressing Future Plans/Activities (47%) which were tested in question 1. Reading and Interpreting Literary Works (43.4%) questions 10, 11 and 12.

The topics with average performance are ‘Reading a Variety of Texts (43%)’ tested in question 3. Asking for Services (34.3%) tested in question 6 and Reading for Information from Different Sources (34.1%) tested in question 9.

The topics with poor performance are ‘Talking about Past Events/Activities (20.9%)’ tested in 7 and Expressing Future Plans/Activities (5.2%) tested in question 5.

4.0 CONCLUSION

The general performance of the candidates in the English Language subject in the 2019 CSEE was average. The candidates with good performance exhibited adequate knowledge of the tested topics and a good mastery of the English Language skills. This enabled them to identify the tasks of the questions and present their responses correctly in clear language. On the contrary, a few students performed poorly due to their inadequate knowledge of the tested topics and poor mastery of the English Language skills, which prevented them from providing correct and comprehensible points. See Appendix A.

5.0 RECOMMENDATIONS

From the analysis of the candidates’ performance, it was clearly observed that, most of the candidates face a big problem of lack of competence in using English language. They lack ability to express themselves in writing coherently. The following measures should be taken:

5.1 The topics with poor performance: ‘Talking about Past Events/Activities tested in 7 and Expressing Future Plans/Activities
tested in question 5 should be taught thoroughly with many practices to the students.

5.2 The topics with average performance: ‘Reading a Variety of Texts tested in question 3. Asking for Services tested in question 6 and Reading for Information from Different Sources tested in question 9 should be taught with more emphasis on students’ learner centered.

5.3 The Government in collaboration with The Tanzania Institute of Education (TIE) and the Ministry of Education should ensure that teaching and learning materials reach all schools to facilitate the teaching of English from primary to secondary levels.

5.4 The government in collaboration with the responsible ministry should be re-introduced the in-service training centres for teachers to give them exposure to the competence based mode of teaching.

5.5 Teachers should create and cultivate the reading habit so that candidates read widely or extensively to enhance knowledge and ability to interpret literary works.
**Appendix**

### Summary of student’s Performance per Topic

<table>
<thead>
<tr>
<th>SN</th>
<th>Topic</th>
<th>Question number</th>
<th>The percentage of candidates who scored an average of 30 or Above</th>
<th>Average Performance by Topic (%)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Locating Places</td>
<td>2</td>
<td>97.1</td>
<td>97.1</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Writing Using appropriate Language Content and Style</td>
<td>8</td>
<td>53.2</td>
<td>53.2</td>
<td>Average</td>
</tr>
<tr>
<td>3</td>
<td>Using a Dictionary</td>
<td>4</td>
<td>47</td>
<td>47</td>
<td>Average</td>
</tr>
<tr>
<td>4</td>
<td>Using a Dictionary in question 4, Talking about Past Events/Activities, Expressing Future Plans/Activities</td>
<td>1</td>
<td>47</td>
<td>47</td>
<td>Average</td>
</tr>
<tr>
<td>5</td>
<td>Reading and Interpreting Literary Works</td>
<td>10</td>
<td>15.9</td>
<td>43.4</td>
<td>Average</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>59.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>54.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reading a Variety of Texts</td>
<td>3</td>
<td>43</td>
<td>43</td>
<td>Average</td>
</tr>
<tr>
<td>7</td>
<td>Asking for Services</td>
<td>6</td>
<td>34.3</td>
<td>34.3</td>
<td>Average</td>
</tr>
<tr>
<td>8</td>
<td>Reading for Information from Different sources</td>
<td>9</td>
<td>34.1</td>
<td>34.1</td>
<td>Average</td>
</tr>
<tr>
<td>9</td>
<td>Talking about Past Events/Activities</td>
<td>7</td>
<td>20.9</td>
<td>20.9</td>
<td>Hafifu</td>
</tr>
<tr>
<td>10</td>
<td>Expressing Future Plans/Activities</td>
<td>5</td>
<td>5.2</td>
<td>5.2</td>
<td>Hafifu</td>
</tr>
</tbody>
</table>